

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Kyle L. Groos  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name O'Gorman High School  
(As it should appear in the official records)

School Mailing Address 3201 South Kiwanis Avenue  
(If address is P.O. Box, also include street address.)

City Sioux Falls State SD Zip Code+4 (9 digits total) 57105-4251

County Minnehaha State School Code Number\* 49303

Telephone 605-336-3644 Fax 605-336-9272

Web site/URL http://ogorman.sfcss.org/ E-mail kgroos@sfcss.org

Twitter Handle @OGHSKnights Facebook Page https://www.facebook.com/ilovesfcs Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Tom Lorang  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: tlorang@sfcss.org

District Name Sioux Falls Catholic Schools Tel. 605-336-6241

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Deborah Witte  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)  
 Middle/Junior high schools  
 High schools  
 K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city  
☐ Suburban with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	96	90	186
10	96	81	177
11	86	100	186
12	93	94	187
Total Students	371	365	736

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 3 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 91 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	736
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %  
2 Total number ELL  
 Number of non-English languages represented: 10  
 Specify non-English languages: At O'Gorman High School we have only two students who qualify as an ELL student per our state guidelines; however, we do have families who represent other non-English languages in their homes even though their child is not officially designated as an ELL student. The following non-English languages are represented: Amhari, Spanish, Slovakian, Turkish, Tswana, Arabic, German, Chinese, Korean and Russian.
8. Students eligible for free/reduced-priced meals: 5 %  
 Total number students who qualify: 39

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 6 %  
41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	0 Orthopedic Impairment
0 Deafness	24 Other Health Impaired
3 Deaf-Blindness	9 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	36
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	16

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	181
Enrolled in a 4-year college or university	93%
Enrolled in a community college	3%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X      No

If yes, select the year in which your school received the award.      2005

## PART III – SUMMARY

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O’Gorman is a four year Catholic high school comprised of approximately 750 students who come from a Catholic junior high, public middle schools, and the area surrounding Sioux Falls. Since its opening in 1961, O’Gorman High School has lived its mission, “...to form a community of faith and learning by promoting a Catholic way of life through gospel values and academic excellence.” Most recently, school and community leaders embraced the need to update the O’Gorman campus in order to continue to provide the environment necessary for a world class education. Amidst trying economic times, in September of 2011, the O’Gorman community celebrated the completion of a five-year 55 million dollar capital campaign appropriately titled, the “Building on Excellence Campaign.” Led by alumni, priests, and business leaders, this renovation project included totally replacing academic classrooms, expanding and updating athletic facilities, and adding a 1000 seat performing arts center to the forty- acre campus.

While O’Gorman’s campus has undergone a major renovation, its mission has not changed. The National Catholic High School Honor Roll recognizes the top 50 Catholic high schools in the nation based on their demonstrated commitment to academic excellence, Catholic identity, and civic education. O’Gorman is one of only three high schools in the nation to be named to this list every year since the inception of the award. In addition, The Siemens Corporation recognized O’Gorman High School as the outstanding Advanced Placement District in the state of South Dakota in 2006-07 with the Siemens Award for Advanced Placement. The ACT Corporation, in a research study completed in 2006, listed O’Gorman in the top 10% of all high schools nationwide for “academic rigor.” The College Board recently announced that O’Gorman was named to its 4th Annual AP District Honor roll based on increasing opportunities for students in advanced placement while simultaneously increasing AP test scores. The AP pass rate for O’Gorman students over the past three years has been 90%.

Efforts to maintain and continue the quest for excellence are reflected in the recently completed two-year strategic planning session. The process, which included over 200 faculty, staff, priests, parents, and students, was designed to develop visionary goals related to how the school’s mission reflects current and future practices.

O’Gorman offers a comprehensive instructional program including twenty-two advanced placement/college courses which serve as dual credit options for the 99% of students who pursue post-secondary education. Students have the opportunity to earn sixty-one college credits while attending O’Gorman High School. Efforts in the last ten years have also expanded the curriculum to include opportunities for learners at all levels of achievement. O’Gorman’s enrollment includes a growing number of Sudanese and Hispanic students brought into the system through a New American’s program established by the former bishop of the diocese. A total of over \$250,000 in financial aid was awarded in the 2012-13 school year mainly through a work study program in which student workers assist in various capacities throughout the school. In addition, all students are the recipients of parish subsidies which offset tuition costs. Students can also earn matching grants and scholarships based on both need and achievement.

O’Gorman competes at the highest level in the state for co-curricular activities. Though one of the smallest schools in its division, O’Gorman has won more state athletic championships than any other high school in the state since the school’s acceptance into the South Dakota High School Activities Association in 1968. Since 2000, O’Gorman has won 56 state athletic championships. O’Gorman’s performing arts programs have enjoyed equal success at the state, regional, and national levels. O’Gorman’s oral interpretation team won the National Team Excellence Award from the National Catholic Forensic League for the past three years, an award given to only five schools annually, and the National Forensics League recently awarded the O’Gorman Forensics team the National Award for Excellence in Speech for the second year in a row. For the current academic year, 529 students are enrolled in courses related to the visual and performing arts. Over 90% of O’Gorman students participate in at least one extra-curricular activity ranging from 20 varsity sports to 35 clubs and organizations.

O’Gorman students contribute well over 20,000 hours of volunteer service annually. Students enrolled in a theology class complete ten volunteer service hours each semester. Beyond these hours, an active Campus

Ministry program offers additional opportunities for service in a wide range of capacities, and a Christian Service course, taken by two-thirds of all seniors, contributes over 5,000 service hours.

A veteran and dedicated faculty leads the school. Forty-nine percent have advanced degrees or are currently pursuing advanced degrees. Over half have more than ten years of teaching experience at both the secondary and post-secondary level.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In South Dakota, all 11th grade students are required to take the South Dakota State Test of Educational Progress (Dakota STEP). The Dakota STEP measures students' mastery of the South Dakota State Academic Standards. Student achievement is reported in four levels: Below Basic, Basic, Proficient, and Advanced. Students performing at or above proficient are considered by the state to have met or exceeded the state standards. The NCLB Report Card for all public districts is available online through the South Dakota Department of Education.

Over the past five years, students at O’Gorman High School have consistently performed well above their counterparts both in the local Sioux Falls Public Schools and throughout the state on the Dakota STEP. As shown in the test data attached, fully 89.4% of O’Gorman High School 11th graders scored proficient and above in reading and 89.9% scored proficient or above in math. These proficiency rates place O’Gorman at the top of all schools of comparable enrollment throughout the state and in the top 15% of all schools statewide as shown on the NCLB Report Card.

Over 99% of all O’Gorman students from the class of 2013 took the ACT college admission test. The average reading score of 24.9 was nearly four points above the national average. The average math score of 24.8 was nearly four points above the national average. The mean composite ACT score for the graduating class of 2013 was 24.9 compared to a national average of 20.9.

Assessment Results: B. While O’Gorman High School test scores on standardized tests have continually ranked among the strongest in the state and nation, the school engages in continuous school improvement designed to analyze assessment data and to adjust instructional programs as needed to maintain academic excellence. Each year at the beginning of the fall semester, faculty members in core subject areas spend time analyzing Dakota STEP assessment data for each student entering high school looking for general weaknesses in particular standards or indicators and for individual weaknesses. Adjustments include both curricular revisions and support for students who perform below proficiency at the eighth grade level.

In particular, students who perform below the proficiency level in reading at the eighth grade level are enrolled in the Reading is FAME reading support program designed to bring struggling readers up to grade level. This reading program provides the necessary support for these readers and is a course they complete in addition to their required English classes. As a result of implementing the Reading is FAME program designed to target struggling readers, the proficiency rate for students on the reading portion of the Dakota STEP has increased from an already high 86.8% percent proficient in 2009 to 89.4% proficient in 2013.

The math proficiency rates for the past two years (89.8% and 89.9% percent proficiency) reflect a steady and significant increase from a proficiency rate of 80.3% in 2009. These gains are due in part to the addition of remedial math instruction offered through Academic Services targeting those students who enter high school below proficiency. Students below proficiency are scheduled into the Academic Service room during their lunch study halls and during any free periods throughout the day for personalized instruction. In addition, senior students enrolled in advanced math courses serve as tutors for younger students in the Academic Service room throughout the day. This year an additional Algebra Skills class has been added to the curriculum to further supplement instruction for students who fall into the low proficiency category in math on state tests in eighth grade.

ACT scores for O’Gorman students have been considerably higher than local and national averages over the past five years, and the graduating class of 2013 continued that trend. These scores are especially impressive considering the fact that over 99% of the students in the graduating class of 2013 took the exam. Several factors contribute to O’Gorman students’ success on the ACT exam. Math and English instructors review the curriculum standards’ correlation document released by the ACT Corporation each year to ensure alignment with college readiness standards associated with the test. The rigor of coursework at O’Gorman, as noted in the ACT research study, also contributes to the strong performance of O’Gorman students on the

exam. In addition, 87% of the class of 2013 took four years of math courses while at O’Gorman. Over 80% of O’Gorman students attend a school sponsored seminar designed to assist them in review and preparation for the exam.

## **2. Using Assessment Results:**

O’Gorman High School regularly uses assessment data including Dakota STEP scores, SAT10 scores, OLSAT scores, Advanced Placement scores, PLAN, EXPLORE, and ACT scores as well as scores on classroom assessments to analyze and improve student and school performance.

This analysis begins with placement meetings held before incoming freshmen enroll for their first semester of courses. Placement meetings include the student’s current teacher in the subject area as well as guidance counselors, and a representative from the high school for the subject area. These people review each individual student’s performance in math, English, and science to determine proper academic placement for their initial term at O’Gorman. Standardized test scores from the SAT10, which is administered in eighth grade, are used in combination with OLSAT scores, scores from the EXPLORE test, Dakota STEP achievement scores, and classroom performance to determine appropriate placement for beginning high school course work.

Each summer teachers of core subject areas meet to review Dakota STEP assessment results looking for strengths and weaknesses for individual students as well as weaknesses in any particular curricular strand or indicator. Overall results are presented to the entire faculty in the fall with more detailed assessment results provided to all individual departments with time provided for analysis. Curricular adjustments are made to target standards or indicators which show weaknesses in performance. All teachers are trained to access the South Dakota Assessment Portal which contains detailed individual and group assessment information.

Advanced Placement teachers use assessment data, including performance on the ACT test, to assist students in choosing appropriate advanced placement courses. Each year teachers receive longitudinal reports of the results of their students along with comparative charts showing their students’ performance compared to national averages in their subject area. Analyzing the appropriate assessment data has allowed O’Gorman students to post an impressive 90% overall pass rate on Advanced Placement tests.

Parents and students at O’Gorman have access to local, state, and national assessment data through the school’s Infinite Campus Parent Portal. This portal allows students to gain timely feedback on classroom assessments, and it gives parents an up-to-date look at their child’s progress in current course work as well as an overall look at the performance of their child on state and national assessments. In addition to the Parent Portal, individual student performance is communicated through six week progress reports which are mailed to all parents. Parent-teacher conferences held twice each school year afford another opportunity for communication of student performance. Over 90% of O’Gorman parents attend these conferences held over a twelve hour period once each semester.

O’Gorman shares students’ academic achievement with the community through the release of the semester honor roll for publication in the local newspaper as well as through the publication of standardized test scores on the school website. Achievement results are also shared through the monthly newsletter and are distributed in flyers annually during National Catholic Schools Week. A school profile, which is available on the school website, also contains detailed information about student achievement.

## **3. Sharing Lessons Learned:**

O’Gorman shares strategies for improving student learning with other private and public schools across the state. O’Gorman’s principal, along with other members of the leadership team, share information regularly on a wide range of school improvement strategies with the Southeastern South Dakota Principals Association, Diocesan Catholic school administrators, and the South Dakota Christian Schools Association. Topics have included how to access the state assessment portal and how to analyze the data to improve student learning as well as strategies for managing issues related to peer relations within the high school

community. O’Gorman serves as a resource for many smaller schools, and assists them in everything from technology integration to curriculum development.

Through the North Central Accreditation (NCA) school improvement model, O’Gorman staff members routinely serve as members of peer review teams designed to evaluate other school improvement plans and to offer suggestions to other member schools for school improvement. A pivotal part of the NCA process involves the sharing of successful strategies and interventions by member schools. O’Gorman hosted a peer review team in the spring of 2011 which allowed faculty and administrators from area schools the opportunity to spend two days within the school gathering information about successful programs, interventions, etc.

As one of the larger schools in the state, O’Gorman High School has led the way in offering dual credit opportunities for students. Four years ago O’Gorman expanded those opportunities to two smaller area schools through the use of a distance learning network. An O’Gorman math instructor now teaches College Algebra to over thirty-five students from these smaller public schools who would not otherwise have access to such instruction. O’Gorman administrators have also offered assistance to the Sioux Falls Public Schools, the largest public school district in the state, as they strive to build a dual credit program similar to the one that provides O’Gorman High School students the opportunity to earn up to 61 college credits during their high school years.

O’Gorman faculty members embrace collaboration. In recent years, three teachers from various disciplines participated in Project Integrate, a program where educators designed and shared lessons that successfully integrate technology in the classroom. At the same time, three math and science teachers participated in another collaborative project titled, Teaching Smarter with 21st Century Tools. Both of these projects required the sharing of proven ideas and strategies with other educators throughout the area.

#### **4. Engaging Families and Community:**

O’Gorman’s mission statement begins with the words, “to form a community of faith and learning...” These words form the basis of the relationship between the school and its families. Families are first welcomed into this community when prospective students and their parents attend an informational evening at O’Gorman High School each January. This evening includes academic advising sessions and an Activities Fair where families can browse booths representing all of the various activities and organizations available for students. Following this evening, all prospective students and their parents have an individual meeting with an administrator to design a four-year-plan and to register for courses for the upcoming fall. In the late summer, freshman students attend Freshman Unity Day where senior students help them get orientated to the school and talk to them about the transition to high school. That day culminates with family members joining the students for liturgy and dinner.

Beyond these activities, O’Gorman has numerous vehicles in place that serve to keep families informed. Parents receive a monthly newsletter, and daily announcements are posted both on the website and on the school Twitter account. The Parent Portal and teacher websites allow parents to view daily assignments, upcoming tests and quizzes, grades, attendance details, etc. An annual parent survey allows parents the opportunity to give feedback to the school on a wide range of topics. Email addresses for staff are posted on the school website, and emails flow routinely between the school and its stakeholders.

In addition to the written communication mentioned above, parents have the opportunity to attend Open House each fall. Here they meet their child’s teachers and mingle with other parents enjoying refreshments and touring the school. Throughout the fall semester, guidance personnel conduct class- level parent meetings designed to provide families with information pertinent to each particular grade level. Parent-teacher conferences are held twice each year with over 90% of parents participating. A Parent Advisory Board meets monthly with the principal to address concerns and to keep the lines of communication flowing.

Over 200 stake holders in the school system hold positions on committees ranging from Programs to Community Relations to Development. These advisory committees serve as a unique and effective means of communication for the Sioux Falls Catholic Schools.

As shown through the examples above, consistent open communication and numerous opportunities for involvement provide the foundation on which the O’Gorman Community is built.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

O’Gorman High School was recognized for the rigor of its curriculum in a recent national research study conducted by ACT. A comprehensive instructional program includes advanced classes for all core subjects and twenty-two Advanced Placement/Dual Credit courses. O’Gorman also has a foundation curriculum designed to reach students of lower ability levels. O’Gorman High School is in compliance with the program's foreign language requirements. The past two graduating classes had over two-thirds of the students complete at least two years of a foreign language. Learning standards in all curricular areas are based on state and national standards geared toward preparing students for college and career readiness.

English – Students are required to take four years of English with each year combining standards focusing on reading, writing, listening, and speaking. Students are taught the analytical skills necessary for the type of close reading of both fiction and nonfiction that is required at the college level. Research along with expository and persuasive writing is an emphasis throughout the grade levels as well as literary analysis. Students are taught to be critical consumers of information. Students have the opportunity to complete two years of Advanced Placement English including Advanced Placement Literature and Composition as well as Advanced Placement Language and Composition.

Math – The mathematics department offers courses for students ranging from Algebra to Advanced Placement Calculus. At each level courses are offered for students of varying ability levels. Throughout the different courses students are taught not only to solve math problems but also to become mathematical thinkers. An emphasis on reasoning, analysis, and collaborative thinking guides instruction.

Science – The O’Gorman Science Department offers multi-leveled courses in physical science, life science, chemistry and physics. Each classroom is equipped with both laboratory and lecture space, and each course includes a laboratory component. Emphasis is placed on inquiry-based learning and the integration of technology in science education. A partnership with a regional hospital provides students with opportunities for real world experiences related to their scientific studies.

Social Studies – Participatory learning is emphasized in all social studies courses with opportunities for students to develop a working knowledge of the history shaping their current world and the day to day functioning of governments and economies in today’s global society. All courses include research and writing components designed to help students analyze information and become educated citizens able to responsibly exercise their rights under the constitution.

Performing/Visual Arts – Courses in the fine and performing arts focus on developing skills and cultivating an appreciation for the arts. Various levels of courses exist in the areas of instrumental music, vocal music, drama, oral interpretation, and visual arts. Classroom instruction combined with performances and competitions allow students to build a foundation for further studies in all areas of the visual and performing arts.

Physical Education/Health/Nutrition – Physical Education courses are geared toward providing instruction for lifetime physical health. All courses include a wellness component emphasizing the need for proper nutrition and a healthy lifestyle. A Prevention and Care course allows students to receive Red Cross certification in first aid and serves as an exploratory course for those interested in pursuing athletic training as a career. Courses outside of the physical education department focusing on health and nutrition include Nutrition and Healthy Living, Food and Culture, and Wellness.

Technology- O’Gorman High School offers five different technology courses ranging from Multimedia to AP Computer Science. Computer Applications lays the foundation for further instruction. Web Design is a course which teaches students the basics of designing and maintaining a website. A mobile applications class has been added this year. In addition to course offerings related to multi-media and computer science,

technology integration is paramount in all classes. Students and faculty have access to eight different computer labs, and frequently all eight labs are being used for instruction.

World Languages –World Language offerings include introductory to Advanced Placement level courses in Spanish, German, and Latin. Following ACTFL standards, the curriculum in all courses focuses on the language skills of listening, reading comprehension, speaking, and writing. Coursework in all languages is also geared toward developing an appreciation for the culture and influence of the language. O’Gorman High School is in compliance with the program’s foreign language requirements.

## **2. Reading/English:**

A rigorous curriculum and high expectations define the O’Gorman English Language Arts Curriculum. In the graduating class of 2013, 93% of O’Gorman students met the ACT benchmark for college-level coursework, and the mean English ACT score for this same group was 25.1 which is nearly 5 points above the national average.

The curriculum is built around standards addressing reading, writing, listening, and speaking and is based on a philosophy of combining literature with grammar and composition in a year-long course for each grade level. Recent changes to the curriculum involve an increased emphasis on nonfiction reading at all levels combined with the traditional comprehensive study of literature from the various genres of fiction, poetry and drama. Students are taught skills aimed at improving their ability to analyze text through close reading. In addition to literature taught and discussed in class, a quarterly independent reading requirement exists at every grade and ability level. Advanced courses also require summer reading with accompanying writing assignments which form the basis of the introductory unit of study each fall.

Writing instruction focuses on research writing with special emphasis on teaching students the art of persuasion. Students are taught to be critical consumers of information with multi-media research projects designed to help students appropriately extract information from credible sources. Writing portfolios follow students throughout high school documenting progress and serving as diagnostic tools for instructors to preview areas of strength and weakness in their individual students. Grammar instruction continues through the grade levels culminating in an intense grammar and usage review component in the junior curriculum.

Advanced and foundation level courses exist at each grade level with two full years of Advanced Placement courses offered. All incoming students who read below grade level are enrolled in the FAME is Reading Program in addition to their regular English course for intense remedial instruction designed to assist challenged readers. These students are also scheduled into a course titled, “Successful Transitions” during their freshman year which allows for an extra hour of instruction time in the Academic Services classroom following their regular classroom instruction each day. A Foundations of English class exists at each grade level with a teacher to student ratio of 1 to 7 or fewer allowing for more intense one-on-one instruction for students with lower ability levels.

## **3. Mathematics:**

O’Gorman provides students with a rigorous college preparatory math curriculum. The class of 2013 earned a mean ACT score of 24.8, nearly four points above the national average, with over three-fourths of all students meeting the ACT college benchmark for college readiness.

O’Gorman’s math curriculum offers courses designed to meet the needs of students of varying levels of interest and ability. Foundation level courses exist for Algebra, Geometry, and Algebra II to provide instruction for students who are performing below grade level. Additional instructional support is also available for students performing below grade level including math tutoring which is offered each period in the Academic Service room. All students who enter high school with test scores in the low proficient range take an additional Algebra Skills course during their freshman year to strengthen their math skills and allow them to remain on grade level. Advanced courses exist at every level with Advanced Placement Calculus and College Algebra both providing students opportunities to earn college credit.

Technology integration is paramount to mathematical study in today's world, and students are taught appropriate use of technology such as graphing calculators to aid in their understanding of mathematical concepts. The curriculum for all math courses includes an emphasis on developing problem-solving skills, applying math skills to real life situations, and improving reasoning skills. O'Gorman High School embraces continuous school improvement efforts, and the math department is currently involved in a full curricular review designed to align all courses with the new Common Core Standards. As a part of this review, all math instructors are currently enrolled in a professional development course designed to assist math teachers with incorporating the eight mathematical practices into their instruction. All math instructors are also taking part in professional development offered by the state designed to disaggregate the new standards and to develop units of instruction for each of the standards.

#### **4. Additional Curriculum Area:**

The O'Gorman High School science curriculum supports the school's mission to "form a community of faith through academic excellence..." as illustrated by consistently strong test scores on both state and national exams and by the success of its graduates in science related pursuits. 88.3% of O'Gorman students were proficient on the 2013 state mandated science test, and the class of 2013 had a mean ACT score in science of 24.4, nearly four points above the national average. Over the past five years, O'Gorman graduates have accounted for roughly 10% of students admitted to the University of South Dakota School of Medicine (the state's only medical school).

The success of O'Gorman students in the area of science has led to a partnership with a local hospital as well as support from medical professionals in the city and region. Avera McKennan Hospital and University Health Center recently initiated a \$13 million dollar investment in O'Gorman High School fostering a partnership that allows for incredible opportunities in the area of science education. Medical professionals from the hospital partner with teachers to offer unique health education opportunities in the classroom and to help teachers stay on top of the latest advancements in science and scientific learning. An advisory board oversees the partnership and works in conjunction with science instructors to seek ways to continually improve classroom instruction in the area of science. Over 100 students each year enroll in an elective course, Anatomy and Physiology, which includes research into a particular field of medicine and an accompanying shadow experience at Avera McKennan Hospital. The hospital also hosts a career exploration night exclusively for O'Gorman students with a focus on available careers in the healthcare industry. Each science classroom is equipped with state of the art laboratory equipment and technology components allowing for inquiry based lessons at every level of study. Local medical professionals also donated a mobile computer lab to the science department to further expand the ability of instructors to integrate technology into their lesson plans. O'Gorman students benefit from four Advanced Placement/dual credit science course offerings, and many leave high school having already earned their entry level college science credits. The science curriculum also allows for students of varying levels with foundation courses offered in Physical Science and Biology, as well as a course titled, "Chemistry in the Community" offered for students who may struggle in a traditional Chemistry course.

#### **5. Instructional Methods:**

O'Gorman High School uses a multi-faceted approach to differentiating instruction. Placement meetings are held to determine appropriate course placement in all of the core subject areas for each incoming freshman student. These meetings, involving personnel from both the junior high and high school, use standardized test results as well as teacher recommendations based on classroom performance to properly place students in courses where they will be appropriately challenged. The use of foundation classes for core subject areas along with the advanced and Advanced Placement offerings assure that all students will find course selections designed specifically for their ability level.

In addition, all O'Gorman instructors have received professional development in the past five years related to differentiating instruction in the classroom. Teachers work in conjunction with the Academic Services Department to utilize strategies designed to match different ability levels and learning styles. Within classrooms students are given choices for many projects and papers allowing them to tailor an assignment

more to an individual area of interest. Further professional development has focused on the use of formative assessment to differentiate learning opportunities for students.

Math and science instructors have begun to use podcasts and the “flipped classroom” concept that allows students to view their lectures outside of class so that they can devote class time to answering questions and helping students solve problems. Local student surveys show overwhelming approval for this instructional approach. Students are able to review the podcasts before upcoming tests and quizzes, and they can repeat portions that are unclear to them upon hearing them the first time. This use of technology for instruction revolutionizes the classroom allowing the teacher to use precious classroom time for more individual assistance. Computer labs are available throughout the school day and before and after school for students to use to view the podcasts.

The Academic Services Department serves the needs of a wide range of students with everything from peer tutoring to adaptive technology designed to assist students with various disabilities and challenges to learning. Students also utilize the Academic Service room for individualized educational plan components including oral testing, alternative settings for testing, etc.

Differentiation is essential to ensure high levels of student learning and achievement, and O’Gorman High School has devoted much time and energy into developing a staff comfortable with the concept.

## **6. Professional Development:**

Since the school’s origin in 1961, O’Gorman High School has received North Central Accreditation, an accreditation over and above state accreditation. Part of this accreditation involves having a structured professional development program built around data-driven student performance goals. O’Gorman utilizes a professional development committee composed of faculty members and administrators to plan school-wide professional development opportunities based on established student performance goals. For the past three years, school-wide professional development opportunities have focused on three areas including integrating technology in the classroom, incorporating 21st century learning strategies in the classroom, and differentiating instruction. Six full days a year are devoted to these school-wide development opportunities in addition to monthly late starts designed to allow for mini-workshops also focusing on professional development.

O’Gorman High School also emphasizes individual teacher growth and development and devotes time and resources accordingly. Professional collaboration time is built into each teacher’s daily schedule. In addition, all academic departments meet four times a year with the curriculum coordinator to discuss curricular concerns and to target necessary adjustments to the core curriculum. These meetings are in addition to full curricular reviews which take place on a regularly scheduled basis.

An organized Peer Coaching program exists providing professional development and mentoring to all teachers in their first two years in the profession. This program pairs novice teachers with an experienced teacher in their discipline who functions as their Peer Coach throughout the program. A separate mentoring program provides additional assistance for beginning teachers.

Faculty members also establish annual individual professional development goals as part of the Faculty Professional Growth Plan. All faculty members are allowed two professional development days each academic year to pursue opportunities related to their specific professional development goals.

In addition, Advanced Placement instructors attend annual workshops provided by the College Board designed to keep abreast of changes in curriculum and pedagogy in their particular disciplines. Theology teachers spend a full day each year on retreat, and all faculty members are provided with two spiritual days each year in order to take advantage of retreat and prayer opportunities. Last January the entire faculty took part in a full day off campus retreat.



## 7. School Leadership

Over the past eight years, O’Gorman has shifted its leadership model to one involving more shared-decision making and collaboration. This includes the establishment of a teacher led committee established specifically to redesign an antiquated teacher evaluation model. Teachers, in collaboration with administrators, developed a new Professional Growth Plan that encourages professional dialogue between teachers and administrators in a non-threatening format. Built on Charlotte Danielson’s model for teaching framework, the new model was a collaborative effort between teachers and administrators. It encourages teachers to seek input from stakeholders for their own self-reflection and separates such assessment results from the formal evaluation process.

In addition, the establishment of a Professional Development Committee has allowed teachers to work with administrators on choosing professional growth opportunities for the faculty. This committee has also increased the use of teacher-leaders for the delivery of professional development. Utilizing a train-the-trainer model, teachers choose to attend state and regional professional development opportunities in areas that appeal to them. They are reimbursed for their expenses in return for their sharing of the information with other faculty members through in-service presentations, summer workshops, etc.

Another aspect of shared leadership is the creation of the Peer Coaching Program which is led by the assistant principal and involves pairing veteran teachers with novice teachers for instructional leadership throughout the first two years of employment with the district. These experienced teachers observe in their novice teacher’s classroom, allow their novice to observe in their classroom, share instructional strategies, offer emotional support, and attend the regularly scheduled large group meetings designed to share experiences on an even broader level.

A Student Assistance Team has also been formed which consists of the principal, assistant principal, guidance director, Academic Service Coordinator, guidance counselors, and representative teachers. This group meets regularly to examine at-risk students as determined by grades, attendance, discipline, etc. An assistance plan is established for each student including one person named as the “advocate” for each student. This person is instrumental in implementing the assistance plan. Since its inception the number of students failing courses has steadily dropped with only 16 of 736 students posting a failing grade for the 2013 fall semester.

While an administrative team of the principal, assistant principal, guidance director, activities coordinator, and theology chairperson meet bi-weekly to manage upcoming events, the true leadership of the school embraces a much more inclusive and collaborative vision.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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*The purpose of this addendum is to obtain additional information from non-public schools as noted below.*

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$4085
10	\$4085
11	\$4085
12	\$4085

4. What is the educational cost per student?      \$6753  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1743
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      9%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      100%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ACT</u>
<b>Grade:</b> <u>12</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>ACT Incorporated</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	25	25	25	24	24
Number of students tested	174	175	166	188	168
Percent of total students tested	99	98	97	93	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. N/A</b>					
Average Score					
Number of students tested					
<b>2. N/A</b>					
Average Score					
Number of students tested					
<b>3. N/A</b>					
Average Score					
Number of students tested					

**NOTES:** ACT Scores for Math (exact scores)

'12-'13 = 24.8      '11-'12 = 24.9      '10-'11 = 25.3      '09-'10 = 23.8

'08-'09 = 24.1

# REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ACT</u>
<b>Grade:</b> <u>12</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>ACT Incorporated</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	25	25	26	24	25
Number of students tested	174	175	166	188	168
Percent of total students tested	99	98	97	93	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. N/A</b>					
Average Score					
Number of students tested					
<b>2. N/A</b>					
Average Score					
Number of students tested					
<b>3. N/A</b>					
Average Score					
Number of students tested					

**NOTES:** ACT Scores for Reading (exact scores)

'12-'13 = 24.9      '11-'12 = 24.8      '10-'11 = 26.1      '09-'10 = 24.2

'08-'09 = 24.5

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Dakota STEP (State Test of Educational Progress)</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Pearson Education Incorporated</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	90	87	88	80
% Advanced	31	28	21	32	18
Number of students tested	179	177	178	170	198
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Dakota STEP is our official state assessment to determine Adequate Yearly Progress (AYP) and has been in existence for the past twelve years. We made the decision to participate in the state assessment even though we are not required to do so. Dakota STEP is administered every March and/or April depending upon the designated testing window and is aligned with South Dakota State Content Standards. Student Achievement is reported in four levels: Below Basic, Basic, Proficient and Advanced. A team of South Dakota educators and statisticians established the performance levels and cut scores. Students performing at or above proficient are considered by the state to have met or exceeded the state standards. No groups were excluded from testing.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Dakota STEP (State Test of Educational Progress)</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Pearson Education Incorporated</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	89	91	91	87
% Advanced	42	47	47	41	32
Number of students tested	179	177	178	170	198
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Dakota STEP is our official state assessment to determine Adequate Yearly Progress (AYP) and has been in existence for the past twelve years. We made the decision to participate in the state assessment even though we are not required to do so. Dakota STEP is administered every March and/or April depending upon the designated testing window and is aligned with South Dakota State Content Standards. Student Achievement is reported in four levels: Below Basic, Basic, Proficient and Advanced. A team of South Dakota educators and statisticians established the performance levels and cut scores. Students performing at or above proficient are considered by the state to have met or exceeded the state standards. No groups were excluded from testing.